

NAME: \_\_\_\_\_

# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION



<b>Subject</b>	PDHPE
<b>Topic</b>	THIS IS ME
<b>Class Teacher</b>	
<b>Head Teacher</b>	MS DRAY
<b>Date Given</b>	WEEK 3
<b>Date Due</b>	WEEK 10 THEORY LESSON (CHECK WITH YOUR TEACHER)

### **TOPIC = "THIS GIRL CAN" OR "THIS BOY CAN" OR "THIS PERSON CAN"**

#### **TASK DESCRIPTION:**

In small groups (maximum of 3) OR individually, create a Health Promotion Digital Campaign that challenges stereotypes. This video is to be between 1-2 minutes in duration. Your video must reflect **ONE** of the following topics:

- Being your 'authentic selves'
- Supporting others and themselves
- Changes/challenges in their lives
- Being good digital citizens
- Challenging expectations of males and females

Refer to the marking criteria for specific information of what to include for your chosen topic area.

**Be as creative as you can. You can use your peer group, friends, family in your video. Each person's contribution is clearly stated in the credits.**

Refer to the following campaign for inspiration - <https://bit.ly/1iXTvuF>

Consider the following to complete this task (**YOU WILL COMPLETE THIS AS A SCAFFOLD DURING CLASS**) -

1. Creative vision (what is your message you are sending?).
2. Director (what will your video look like?).
3. Director of photography (who is filming your video).
4. Editor (what program are you going to use to cut it all together with music, special effects so that it meets the duration requirements?).

#### **ASSESSMENT:**

1. Submission of the Health Promotion Digital Campaign.
2. Reflection activity (INDIVIDUAL TASK). This will be submitted with your campaign on the same due date.
3. Due date: THEORY LESSON WEEK 10 (check with your teacher for date)

#### **CELEBRATION:**

Teachers of all Year 7 classes can show the videos during class time and celebrate, the class can then vote on the best "This is Me Campaign" Video.

#### **Outcomes/Content Assessed:**

PD4-1 examines and evaluates strategies to manage current and future challenges

PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD4-9 demonstrates self-management skills to effectively manage complex situations

**NAME:** \_\_\_\_\_

PD4-10 applies and refines interpersonal skills to assist themselves and other to interact respectfully and promote inclusion in a variety of groups or contexts

**Non-completion of Task:**

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

**Plagiarism:**

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

NAME: \_\_\_\_\_

**YEAR 7 THIS IS ME – HEALTH PROMOTION CAMPAIGN INDIVIDUAL REFLECTION**

1. IDENTIFY and OUTLINE all of the roles you undertook in this task. EG director, editor...

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2. What was the easiest AND hardest part of the task? In your response, OUTLINE reasons & e.g's.

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3. How successful do you think your group was in conveying your message? In your response, OUTLINE reasons and examples why it was OR wasn't.

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4. DISCUSS how important you think your message is to young people (people aged 12-25 years). In your response, OUTLINE reasons and examples of its relevance and significance.

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5. What did you learn from this task AND what would you do differently if you did it again?

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NAME: \_\_\_\_\_

**YEAR 7 THIS IS ME – HEALTH PROMOTION CAMPAIGN VIDEO + REFLECTION MARKING CRITERIA**TASK ON TIME?    **Y**    **N**

<b>HEALTH PROMOTION CAMPAIGN (CHOOSE ONE CRITERIA TO BE ASSESSED ON)</b>						
<b>CRITERIA:</b>	<b>1 MARK</b>	<b>2 MARKS</b>	<b>3 MARKS</b>	<b>4 MARKS</b>	<b>5 MARKS</b>	<b>TOTAL</b>
<b>BEING YOUR AUTHENTIC SELVES</b>	Campaign reflects minimal personality influences(>2)	Campaign may show some personality aspects of group members (2-3)	Campaign incorporates features that reflect group members personalities. (3-4)	Campaign incorporates some features that reflect group members personalities and attempts to show how they can be their authentic selves (4-5)	Campaign incorporates many features that clearly reflect personality aspects of group members and being authentic selves in different settings (5+)	
<b>SUPPORTING OTHERS &amp; THEMSELVES</b>	Supporting themselves and/or others may be limited in detail (>2)	Supporting themselves and/or others may be basic in detail (2-3)	Identifies a strategy to support others AND themselves. Strategy may not be realistic. (3-4)	Identifies a few practical strategies in which they can support others AND themselves (4-5)	Identifies a range of practical strategies in which they can support others AND themselves.(5+)	
<b>CHANGES/CHALLENGES IN YOUR LIVES</b>	Campaign minimally addresses change or challenges young people face. (>2)	Campaign may address some changes or challenges that young people face (2-3)	Campaign soundly reflects changes and challenges that young people face (3-4)	Campaign proficiently reflects numerous changes and challenges that young people face (4-5)	Campaign extensively reflects numerous changes and challenges that young people face (5+)	
<b>BEING A GOOD DIGITAL CITIZEN</b>	Notion of safe digital practice is addressed minimally (>2)	Notion of safe digital practice is addressed in a basic level of detail (2-3)	Campaign soundly incorporates and promotes safe digital practices(3-4)	Campaign proficiently incorporates and promotes safe digital practices (4-5)	Campaign extensively incorporates and promotes safe digital practice (5+)	
<b>CHALLENGING STEREOTYPES</b>	Campaign's address of stereotypes is limited (>2)	Campaign's address of stereotypes is basic (2-3)	Campaign soundly challenges the notion of gender stereotypes (3-4)	Campaign proficiently challenges the notion of fixed gender stereotypes (4-5)	Campaign extensively challenges the notion of fixed gender stereotypes (5+)	
<b>VIDEO CAMPAIGN PRODUCTION</b>						
<b>PRODUCTION</b>	Visual appeal of the campaign is limited.	Visual appeal of the campaign is basic. Simple effects have been applied.	Visual appeal of the campaign has been considered with some effects applied to enhance its professionalism	Music, special fx have been considered and applied with a degree of professionalism and sophistication.	Music, special fx have been carefully considered and extensively applied with a level of professionalism and sophistication	
<b>INDIVIDUAL REFLECTION</b>						
<b>CRITERIA:</b>	<b>1-2 MARK</b>	<b>3-4 MARKS</b>	<b>5-6 MARKS</b>	<b>7-8 MARKS</b>	<b>9-10 MARKS</b>	<b>TOTAL</b>
<b>REFLECTION</b>	Responses may be missing or limited and not address the question clearly.	Reflection has a basic level of detail. Reasons or examples may be limited or are missing with minimal detail.	Reflection has a sound level of detail. May include some reasons or examples, but lacks the depth to show deep knowledge and understanding of task relevance	Reflection has a proficient level of detail. Includes some examples, shows some evidence of higher order thinking and deep knowledge and understanding of task relevance.	Reflection has an extensive level of detail. Includes multiple examples, demonstrates higher order thinking and deep knowledge and understanding of task relevance.	
<b>Comment:</b>						<b>Mark</b>
						<b>/20</b>

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